



Winslow Church of England School Curriculum

Intent for Reading

Vision

At Winslow CE School, our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Our approach to the teaching of reading embodies our school vision through a high quality, rigorous reading curriculum, where pupils are encouraged and supported to let their light shine.

Intent

At Winslow CE School, we strive to foster a life-long love of language, literature and communication in our pupils, so they leave us with a strong command of both the spoken and written word, underpinned by a passion for and appreciation of a wide variety of texts. When our children leave Winslow, we expect them to be avid readers. We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion.

Our curriculum is underpinned by the aims of the National Curriculum for English 2014 to enable all children to:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Our reading progression document outlines how the National Curriculum overarches our reading curriculum at Winslow CE School. We ensure purposeful links are made across our curriculum to establish meaningful learning, which provides a clear progression of knowledge and skills between year groups and key stages, and to make learning relevant and exciting.

Implementation

Early Reading and Phonics

At Winslow CE School, we teach reading in EYFS and Year 1 through *Little Wandle Letters and Sounds Revised*, which is a systematic, synthetic phonics programme. We begin teaching phonics in the first few weeks of Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Foundations for phonics in Nursery

- We follow the Little Wandle pre-phonics programme in order to build strong foundations for reading in Nursery. We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language and develop vocabulary

Daily phonics lessons in Reception and Year 1

- We teach phonics for 20-30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 start by reviewing Phases 3 and 4. They are then taught Phase 5, the final phase of phonics, to secure their reading fluency and accuracy.

Daily Keep-up Sessions

Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. We identify children needing daily keep-up through regular assessments carried out by the Reading Lead. Keep-up lessons use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. These are carefully planned and monitored by the Reading Lead alongside class teachers. New plans are completed every 3 weeks based on regular assessments.

Year 2 and Onwards

Children complete a Phase 5 review during the first half term in Autumn. They are then assessed to ensure there are no gaps in their phonics knowledge and moved onto the Little Wandle Fluency programme which allows them to develop their reading accuracy and reading rate further, with a growing focus on comprehension and prosody. Little Wandle Fluency teaches all aspects of reading using vibrant, diverse and engaging chapter books created by contemporary authors and illustrators. Each book has been carefully devised to support children as they progress in reading fluency throughout Year 2 and beyond; making sure every child can become a confident, fluent and motivated reader.

Children who are identified in Year 2 – Year 6 as having gaps in their phonics knowledge are assessed on the Little Wandle Rapid Catch Up programme. This is a 4-weekly cycle of interventions, based on assessments completed by the Reading Lead to support every child to catch up with their peers as quick as possible. We understand these children require urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly.

This quote from the Reading framework (July 2023) makes it clear why this is so important:

‘After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.’

Reading Practice Sessions

In Reception and KS1, children are taught how to read in three reading practice sessions. Children are grouped by their secure phonics knowledge and they read carefully matched, decodable books with a fully trained adult. The levels are calculated through 6-weekly assessments completed by the reading lead to ensure consistency. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions focus on three key reading skills:

- Decoding

- Prosody: teaching children to read with understanding and expression.
- Comprehension: teaching children to understand.

In Reception, these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. The decodable reading practice book is taken home to ensure success is shared with the family. Reading for pleasure books also go home for parents to share and read to children.

In Year 2, children who have been assessed as secure in their phonics still complete these 3-reading practice sessions, but through the Little Wandle Fluency programme as previously discussed.

Any child in Years 2 – 6, who are engaging in the Rapid Catch Up programme, also have 3 reading practice sessions on a book matched to their secure phonics level.

SEND

At Winslow School, we are committed to providing high quality differentiated learning for children with SEND needs. Planning and teaching is adjusted to ensure that all children have access to their learning. Using the Little Wandle Programme, we identify any children who are not able to access the pace of the core programme and assess them on the SEND programme. Specific resources are used for this, such as large, sensory grapheme cards, larger word cards, and specific grapheme mats to reduce cognitive overload. These children are taught by a highly trained adult who has received specific training on this element of the Little Wandle programme.

In our wider reading curriculum beyond phonics, lesson plans are adapted to ensure equality of access to all children. For children with special educational needs, tasks may be broken down into smaller steps, giving them achievable goals, and activities should reinforce the pupil's understanding of content covered previously. In this way, all children will be enabled to achieve their full potential. Winslow CE School is committed to promoting inclusion for every child, no matter their need.

When planning and teaching reading, staff will make reasonable adjustments to promote equality of opportunity for disabled and non-disabled pupils. This could include;

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards)
- providing alternative resources e.g. switch technology which is easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties.
- modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder).

Ensuring consistency and pace of progress

Each teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

Weekly content grids map each element of new learning to each day, week and term for the duration of the programme. Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.

The Reading Leader uses the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Book Talk (based on Jane Considine's 'Hooked on Books' approach)

From Year 3, children develop their reading skills and knowledge through Book Talk sessions. These sessions focus on whole-class comprehension through a targeted group approach. The Reading Rainbow is used to target reading competencies and develops children's understanding.

Accelerated Reader

Children in Years 2 - 6, who have been assessed as secure in their phonics, use the Accelerated Reader programme to support their independent reading practice, comprehension and their love of reading. Children will select a book (based on their current reading age) to read and then complete a short quiz on what they have read. Teachers are able to gain clear insight into pupil's reading ages, monitor progress and set personalised reading goals.

Children complete a 'star test' each term in September, December, March and June to assess their reading age and appropriate book level. This provides useful summative data for teachers and identifies any children who may need additional support. Through ongoing formative assessment and summative reports, teachers can decide when it is appropriate to move children on to more challenging texts.

Reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully from our reading spine and recommended year group book lists, as we want children to experience a wide range of books, including books that reflect the children at Winslow CE School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery and Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the library each week. At Winslow, we have over 10,000 books in our library including those about different cultures and backgrounds, celebrating diversity. Children have access to Junior Librarian where they can reserve their favourite books and search for new texts. Each class has a timetabled 30-minute slot where they go to the library and are welcomed by an enthusiastic library volunteer. They can choose from our wide selection of books and there are recommendations on display to inspire the children if they are unsure what to read next. The class teacher often then reads a story to their class to promote a love of reading.
- Throughout the year, we have a wide range of Reading for Pleasure initiatives, which we run, including: Sleepover Book Buddy bags, which enable children to take home a selection of books and a teddy to read to. We also have regular reading themed competitions and hold half-termly reading collective worships to share and celebrate books and reading. Each term, we also launch a Reading Newsletter which is shared with our families and is on our school website.

Reading Ambassadors

Children in Year 6 are invited to apply to become a School Reading Ambassador. These children work closely with the school reading team and the librarian. They are trained to use Junior Librarian so they can run sessions in the library. They also support staff with our Reading Newsletter and other reading initiatives throughout the year.

Impact

Assessment

Assessment is used to monitor children's progress and identify where children will need additional support.

In Reception and KS1 we use formative assessment daily in class to identify children who require keep-up support in phonics or further support during the reading practice sessions. We also use formative assessment in weekly review phonics sessions to assess gaps in knowledge and understanding to ensure GPCs, words, reading and spelling are secure.

Summative assessment is completed by the reading lead for every child engaging in the Little Wandle programme, whether this be the core programme, Rapid Catch Up or the SEND programme. Assessments are carried out by the Reading Lead on the following time scales:

- Every six weeks for every child in Reception and Year 1.
- Every three weeks for any child in Reception and Year 1 identified as having gaps in their understanding. Rigorous keep-up plans are created and monitored for these children to ensure these children secure their phonics knowledge and keep up with the pace of teaching.
- Every 4 weeks for children on Rapid Catch-Up.
- Every 5 weeks for children on the SEND programme.

In Year 2 and KS2, children on Accelerated Reader will complete Star Tests each term to determine their reading age and so progress can be monitored. Children are set termly targets linked to their current reading age and ability, they then have access to appropriately matched reading books. Children's targets are monitored closely and celebrated in Collective Worship.

Children in KS2, sit termly reading comprehension assessments which support the teacher's summative assessment for each child's reading. Each child's reading skills are analysed and assessed through the use of assessment trackers.

The lowest 20% readers are closely monitored and analysed across the school. Pupil voice, assessment data and other reading information is gathered and tracked to ensure a complete and accurate picture of children's reading.

Statutory Assessment

Children in Year 1 are required to sit the Phonics Screening Check. Any child who does not pass the PSC will re-sit the assessment in Year 2. These assessments will be completed by the reading leader.

At the end of KS2, children sit the Reading SATs test. This assesses the children on the following reading content domains and determines whether they are working towards age related expectations, working at or working above. Teacher assessment is also made for each child's reading at the end of KS2.

Wider impact of reading across the curriculum

Language and communication

Children develop language skills by:

- talking and listening to each other as they share ideas from texts and understand character and actions
- developing a wider vocabulary bank by being introduced to and using subject specific vocabulary in English lessons as well as widening vocabulary through the texts studied
- asking and answering questions about texts through character, plot and themes
- commenting on texts and appreciating different views of the same text.

Values and attitudes

Children have opportunities in reading to:

- consider their own attitudes and values in relation to different texts studied; challenge assumptions, stereotypes and prejudice sometimes evident in text or discussion of situations presented.
- develop respect for their own and others' reading abilities and learn how to offer and receive constructive feedback and praise.
- work with others, listening to and respecting each other's ideas and learning to value different opinions within the class.
- develop a respect for the texts/resources that they use in their lessons.

Spiritual, Moral, Social & Cultural (SMSC) Development in English-reading

Spiritual

- In responding to a poem, story or text; pupils can be asked 'I wonder what you wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' e.g., when responding to text through drama or Real Reading thinking stems.
- By appreciating the beauty of language, e.g., poetic language within stories and poems.

Moral

- By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.
- By considering different perspectives and showing empathy of characters

Social

- By supporting conceptual and language development through an understanding of and debates about social issues, e.g., gay rights, bullying, stereotyping, conformity, homelessness.
- Work collaboratively, e.g., as part of a dramatised response; to prepare a verbal response to an argument; to evaluate each other's work.
- By providing opportunities for learning to continue at home e.g., through homework projects; through spelling games.
- By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g. assemblies, performances and structured discussion.

Cultural

- By providing opportunities for pupils to engage with texts from or representing different cultures.
- By providing opportunities for pupils to engage with texts that represent our strong literary heritage.